

DEPARTMENT OF EDUCATION
Ph.D Entrance Syllabus – 2023

Advanced Educational Research and Statistics

Part A - Research Methodology

Introduction to Educational Research i) Meaning, purpose and scope of educational research ii) Research as a method of science iii) Types of educational research: basic, applied, action, evaluation, Cross-sectional, Longitudinal, and Descriptive. iv) Research paradigms in education: quantitative, qualitative, mixed research.

Identification and conceptualization of research problem i) Problem formulation- Sources of research problems; Statement of problem Research questions in qualitative and quantitative research ii) Review of the literature -purpose and different sources- primary and secondary, literature search: Manual, using databases and internet-reference styles-APA iii) Formulation of Hypotheses: Need, sources and functions; different ways of stating hypotheses; criteria for a good hypothesis iv) Concept of Variables- different types of variables.

Sampling i) Concept of population and sample -Stages of sampling—selection of sample in Qualitative, Quantitative and Mixed research. Techniques of sampling Probability and Non probability sampling-Different types of sampling: Random, stratified, proportionate stratified, cluster, incidental, multistage, purposive, snow ball.

Techniques and Tools for Data Collection i) Interview, Observation, Sociometry, Self reporting techniques: Concept and Applicability ii) Tests, Questionnaire, Inventories, Scales, Checklist, Schedule-Types, uses, construction and Standardization.

Methods of Educational Research (i) Historical Research- need and significance, types, sources and collection of data; establishing validity and interpretation of data (ii) Descriptive Research- surveys, case study, developmental and correlation studies – nature, use and steps. Ex- Post Facto Research. (iii) Experimental Research – need and significance nature and steps- validity; internal and external, use and limitations of different types of experimental designs: Pre- experimental, Quasi experimental, True experimental. iii) Qualitative research: meaning, steps and characteristics-Qualitative research approaches :phenomenology, ethnography, naturalistic enquiry and grounded theory iv) Mixed Research-meaning, fundamentals principles, types, strengths and weaknesses.

Preparation of a research proposal and research report i) Framework of the research proposal-Preparation of a model research proposal with illustrative example ii) Preparation of a research report, Criteria for a good research report, Evaluation of a report. iii) Ethical issues in educational research.

Part B - Statistics in Education

Descriptive Analysis of Data i) Basic concepts of statistics- Need of statistics in Educational research ii) Data types: Nominal, Ordinal, Interval and Ratio scales. iii) Organizing data: Frequency Distributions Basic ideas, preparation of frequency distribution from raw scores iv) Graphical and diagrammatical representation of data: Histogram, frequency curve, cumulative frequency curve, Pie diagram-Basic ideas. Application of computer software in diagrammatical representation v) Measures of central tendency: Mean, median and mode- computation and uses, merits and demerits vi) Measures of dispersion: Computation of range, standard deviation, quartile deviation- uses of each measure, merits and demerits. Vii) Percentiles and percentile ranks as relative positions- computation. -O give and its application viii) Derived scores z score, T score and Stanine scores .

Normal Distribution Properties of normal probability curve and its applications- determining percentage of cases, determination of limits, overlapping, relative difficulty and separation of a given group into subgroups. Deviation from normality: skewness and kurtosis.

Correlation i) Concept of correlation, Scatter plots and their interpretation ,product moment coefficient of correlation and rank coefficient of correlation-computation of both measures. interpretation of coefficients. ii) When to use Biserial, Point Biserial, Tetrachoric, Partial, Multiple and Phi coefficient of Correlation.

Parametric statistics and estimation Linear regression analysis: Concept of linear regression, regression equations: computation and application-, prediction in relation to correlation-basic ideas and calculation Inferential statistics: Concept of parameter and statistic- basic ideas about inferential statistics: sampling error, sampling distribution, calculation of standard error of mean, percentage, correlation and standard deviation Point and interval estimation- calculation of confidence intervals Testing of hypotheses: Types of errors- Type I and Type II- levels of significance- , testing the significance of difference between means, product moment coefficients of correlation and percentages Analysis of variance: Basic concepts of ANOVA-, assumptions and uses-analysis in a one way classification calculation of F- value.

Non parametric tests Chi-square as a non parametric test- calculation of chi square-as test of goodness of fit and test of independence, Mann Whitney test. Use of computers in data analysis Familiarization with any computer application software like Excel/SPSS-Interpretation of results.

UNIVERSITY OF CALICUT
DEPARTMENT OF EDUCATION
Entrance Examination for Ph.D. (Education) – February 2020

Time 2 hours

Marks: 100

Part A

(All 25 questions under this part carries 2 marks each. Put X mark in the concerned column against each question in the responses sheet provided)

- 1) Which of the following is the first step in starting a research process?
 - a) Searching sources of information to locate problem
 - b) Survey of related literature
 - c) Identification of problem
 - d) All of the above
- 2) Which of the following is not an approach to qualitative research?
 - a) Ethnography
 - b) Factor Analysis
 - c) Field Research
 - d) Grounded Theory
- 3) 300 adolescent's sign up for a research project that only 100 can complete. If each adolescents has a 33.3 % chance of being selected for the project, then the sample is considered as
 - a) Cluster random sampling
 - b) Simple random sampling
 - c) Stratified random sampling
 - d) Systematic random sampling
- 4) Which of the following is the broadest category of validity?
 - a) Construct Validity
 - b) Content validity
 - c) Criterion related validity
 - d) Translation validity
- 5) A quantitative score constructed by applying a set of rules to combine two or more variables in order to reflect a more general construct is called as,
 - a) Attitude
 - b) Index
 - c) Scale
 - d) Variable
- 6) Controlled group is term used in
 - a) Descriptive research
 - b) Experimental research
 - c) Historical research
 - d) Survey research
- 7) The suitable sampling method for sampling a population of finite size is
 - a) Snowball sampling
 - b) Purposive sampling
 - c) Quota sampling
 - d) Random sampling
- 8) Population census is an example of research
 - a) Clinical
 - b) Diagnostic
 - c) Experimental
 - d) Survey
- 9) A member of the population is called ...
 - a) Element
 - b) Object
 - c) Sample
 - d) Subject

(PTO)

- 10) An example of non - personal method of data collection is
- Group interview
 - Interview
 - Schedule
 - Telephone interview
- 11) The crucial aspect of scientific thinking is
- The hypothesis
 - The method
 - The problem
 - The result
- 12) Action research is ordinarily concerned with problems
- of general nature
 - constituting universal truths
 - of immediate concern and call for immediate solutions
 - have long range implications
- 13) Learning is the change in behaviour produced by
- Biochemical changes
 - Habituation
 - Experiences
 - Maturation
- 14) The basic principle viz. 'Archetypes' is given by
- Adler
 - Erikson
 - Freud
 - Jung
- 15) The term 'operant' was proposed by
- B. F. Skinner
 - Bandura
 - E. L. Thorndike
 - Ivan Pavlov
- 16) Jaina Metaphysics is known as
- Idealistic monism
 - Idealistic pluralism
 - Realistic monism
 - Realistic pluralism
- 17) People imitating the western dress pattern is
- Acculturation
 - Cultural gap
 - Cultural lag
 - Enculturation
- 18) Expansion of IDEA
- Indian Disability Education Act
 - Individuals With Disabilities Education Act
 - International Data Education Act
 - International Disability Education Act
- 19) Which model is the most suitable to disseminate information and skills for large teacher populations?
- Cascade model
 - Reflective teacher education model
 - Split model
 - Site-based teacher professional development
- 20) Which one is NOT a generally accepted assumption regarding motivation of adult learners?
- Their experience provides the basis for learning activities.
 - Their learning is content-oriented rather than problem-centred
 - They are most interested in learning subjects having immediate relevance
 - They respond better to internal than external motivators
- 21) Which among the following gatherings is the most specific with regard to attainment of fixed professional skills for teachers?
- Congress
 - Conference
 - Symposium
 - Workshop

- 22) National Institute of Education (NIE)
NIE was created in
a) 1954
b) 1961
c) 1986
d) 2014
- 23) Which of the following is NOT specifically stated as an objective of NCERT?
a) Organize pre-service and in-service education programmes for teachers
b) Organizes extension services for institutions, organizations and agencies engaged in educational reconstruction
c) Prepare and publish study material for students and related teacher's handbooks
d) Undertake surveys and studies relating to various aspects of teacher education and publish the results thereof
- 24) CIPP Model for curriculum evaluation includes
a) Content, Instruction, Process and Product
b) Context, Instruction, Procedure and Product
c) Product, Process, Context and Input
d) Product, Process, Instruction and Context
- 25) The basic dimensions of Curriculum are;
a) Aims, Evaluation, Experiences, and Content
b) Aims, Instruction, Context and Evaluation
c) Context, Content, Objectives, Evaluation
d) Goals, Aims, Objectives and Specifications

(25x2=50 marks)

Part B

(Answer any five of the following. Each question carries 10 Marks. Answer in the answer booklet provided)

26. What is meant by Validity of a test? Explain different types of Validity.
27. Prepare a research proposal based on an appropriate research problem.
28. Define hypothesis. Explain the features of a good hypothesis with examples.
29. How will you distinguish between Probability and Non probability Sampling? Explain different types of Non- Probability sampling.
30. Explain the characteristics of Normal distribution.
31. Explain scales of measurement with examples.
32. Find the correlation between the following variables:
X: 20 18 10 12 14 16 16
Y: 6 5 8 7 5 9 10

(5x10=50 marks)

SEMESTER I
Course Code - MED 01

**ADVANCED PHILOSOPHY OF EDUCATION (Instructional
hours – 90)**

Course Outcomes

On the Successful Completion of the Course, the prospective teacher will be able to

1. Apply the philosophical assumptions to educational theory and practices
2. Compare the contributions of Indian and Western philosophers thoughts and their educational implications
3. Justify the relevance of Indian and Western philosophers educational thoughts in the present context
4. Utilize the philosophies of great philosophers for educational practices.
5. Develop a philosophical outlook towards educational problems.

Course content

MODULE 1. *Education as a field of study*

Basic aspects of Education – Indian and western, Concepts of Education – Education as a process - Origin and development of Education as a discipline - education as pedagogic science - Interdisciplinary nature of education; relationships with disciplines such as philosophy, psychology, sociology, political science, economics and anthropology – Education as an act of Teaching – Teaching as a profession
(16 hours)

MODULE 2. *Education and Philosophy*

Philosophy as a subject of study – its meaning and definition – significance of philosophy in education Major areas of Philosophy–Axiology, Metaphysics Epistemology and their role in education.

(10 hours)

MODULE 3. *Indian Schools of philosophy*

The Orthodox and Heterodox schools of philosophy –Upanishads, Sankhya, Yoga, Nyaya, Vaisesika, Uthareemamsa, Poorva meemamsa – Buddhism, Jainism and Charvaka – its axiological, metaphysical and epistemological aspects and their educational implications - Educational thoughts of Swami Vivekananda, Rabindranath Tagore, Sri Aurobindo, Gandhiji and J Krishnamurthi – Educational implications of Bhagavat Gita.

(30 hours)

MODULE 4. *Western Schools of Philosophy*

Axiological metaphysical and epistemological aspects of idealism, humanism, realism naturalism, pragmatism and Existentialism and its educational implications — Educational ideas of Rousseau, Dewey and Friere - educational implications of Quran and Bible

(20 hours)

MODULE 5. *Social Schools of philosophy*

Educational implications of Individualism, Democracy, Socialism, Totalitarianism and Communism.

(14 hours)

Transaction mode
Lecture Seminars Assignments
Power point Presentations Field visits
Book Reviews

Assignments

1. Survey of recent researches in philosophy of Education
2. Book Review - prepare a review on any one great work of an eminent educational thinker
3. Review of school curriculum at pre primary/primary/secondary/higher secondary level.

References

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Course Code – MED 02

PSYCHOLOGY OF LEARNING AND DEVELOPMENT

(Instructional Hours - 90)

Course Outcomes

On the Successful Completion of the Course, the prospective teacher will be able to

1. Analyse the meaning, nature and functions of psychology as a science by following the historical trends in the problems and methods of various approaches in studying human behaviour so as to identify the relevance of each of these for the teaching and learning systems and practices.
2. Relate and compare the various Stages of Development, with added emphasis on adolescence, in terms of the developmental principles, theories, tasks and hazards in areas including cognitive, moral and psychosocial aspects and thereby formulate implications for relevant educational systems and practices
3. Critique and validate the perspectives on motivation from viewpoints of behaviouristic, socio-cognitive, and humanistic and other approaches in psychology and accordingly assemble a model of motivated learning, suggest classroom motivational techniques and identify motivated learners
4. Trace, identify and analyse the definitions, select theories and factors affecting the learning from various perspectives -including behaviouristic, cognitive, constructivist, and humanistic approaches to psychology-and formulate the implications there from for facilitating learning and strategizing instruction in and out of classrooms
5. Explain the neurobiological organisation, structures, functions, and related theories and identify the implied techniques for enhancing teaching, learning, and memory.
6. Review the types, theories and experiments on transfer of learning and training so as to

- formulate their implications for educational practice
7. Outline the means of developing the life skills, mental health and adjustment mechanism in learners and educational practitioners.

Course Content

MODULE 1 - *The Science of Psychology*

- Psychology: Origin, Meaning, Nature and Functions - Trends in Problems and Trends in Methods - Scientific Characteristics of Psychology.
- Approaches to Study Human Behaviour: Behaviourist, Cognitive, Psychodynamic, Socio-cultural, Humanistic and Neurobiological perspectives.
- Educational Psychology: Meaning, Definition and Scope - Relevance of Educational Psychology in Teaching and Learning.

(10 Hours)

MODULE 2 - *Developmental Psychology*

- Meaning - Principles - Stages and Aspects of Development - Developmental Hazards and Tasks.
- Adolescent Problems and Remedial Measures - Recent Researches in Adolescent Education.
- Theories of Cognitive Development - Piaget, Bruner
- Theory of Moral Development - Kohlberg.
- Theory of Psychosocial Development - Erik Erikson.

MODULE 3 - *Motivation and Learning*

(20 Hours)

- Types and Historical Perspectives.
- Behaviourist Perspective of Motivation (Drives and Reinforcement).

- Socio-Cognitive Perspective of Motivation (Goal Orientations, Perception of Control, Self-Efficacy Belief).
- Achievement Motivation.
- Humanistic Perspective of Motivation.
- Model of Motivated Learning (Pintrich and Schunk).
- Characteristics of Motivated Learners.
- Classroom Motivational Techniques

(10 Hours)

MODULE 4 - Learning and Instruction

- Learning : Definition - Relation of Learning to Maturation and Development - Levels of Learning and Teaching.
- Factors Affecting Learning.
- Introduction to Learning Theories - Brief Historical Sketch (From Philosophy Based Learning Theory to Psychology Based Learning Theories).
- Behaviourist Learning Theories - Classical Conditioning, Trial and Error, Operant Conditioning, Need Reduction, Simultaneous Conditioning.
- Behaviourist Perspective on Strategies that Facilitate Learning.
- Cognitive Learning Theories - Sign-Gestalt Learning, Gestalt Learning, Lewin's Field Theory, Mastery Learning, Social Learning Theory, Gagne's Types and Conditions, Meaningful Reception Learning.
- Cognitive Strategies in Instruction and Learning.
- Constructivist Theories of Learning - Piaget, Vygotsky, Bruner.
- Constructivist Strategies used in Instruction and Learning.
- Humanistic Approach to Learning - Experiential Learning Theory - Humanist Strategies in Classrooms.

(30 Hours)

MODULE 5 - Neuroscience of Learning, Memory, Forgetting

- Neural Organization, Brain Structures and Key Functions, Catering Teaching to Hemisphericity.
- Neurophysiological Theory of Learning (Hebb).
- Types of Memory - Enhancing Memory, Mnemonic Techniques, Information Processing Model of Memory.
- Implications of Neurobiology for Teaching and Learning

(5 Hours)

MODULE 6 - Transfer of Learning

- Relevance of Transfer of Learning in Education, Types of Transfer, Theories of Transfer, Experimentally Supported Generalizations About Transfer.

(5 Hours)

MODULE 7 - Life Skill Education, Mental Health and Adjustment

- Meaning of Life Skill Education, Need and Significance.
- Concept of Mental Health - Definition (WHO) - Classification of Mental Illness (DSM).
- Maladjustment - Defense Mechanisms.

- Characteristics of Mentally Healthy Person.
- Education for Mental Health.

(10 Hours)

Assignments

1. Observe and list the developmental characteristics of a sample of 10 students from Elementary/Secondary Education Level.
2. Prepare a review of research studies related to Adolescent Education.
3. Prepare a summary comparison of various tools used to measure types of motivation.
4. Prepare a comparative summary of various approaches to learning.
5. Develop a lesson plan for any one appropriate life skill in learners at any level of education of your choice.

(Each learner should prepare two assignments in such a way that all assignments are attempted by some students.)

Transaction Mode

- Lecture Method.
- Seminars.
- Small Group Discussions.
- Assignments.
- Power Point Presentations.
- Field Trips.
- Book Reviews.

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Core Course – 3

TRENDS AND ISSUES IN EDUCATION

(Instructional hours – 90)

Course Outcomes

On the Successful Completion of the Course, the prospective teacher will be able to

1. Identify the recent trends in curriculum designing in the light of UNESCO Report for 21st century and analyze its development based on the recommendations of different policies in India
2. Examine teacher education in terms of modern trends in education
3. Differentiate modern tools and techniques for knowledge construction and illustrate their significance in the teaching learning process.
4. Collect information related to different educational softwares and critically analyze the application of various social media for pedagogical innovation
5. Critically appraise modern trends in evaluation and reflect upon various issues related to assessment
6. Critically examine various governmental schemes that promote education during various stages of development
7. Explain the impact of globalization on education
8. Detect various types of issues associated with contemporary education and plan measures / strategies to overcome these issues
9. Develop strategies for sustainable development

Course Content

MODULE 1 – Modern Trends in Curriculum Design, Construction and Development

New trends and perspectives in curriculum design and in curriculum construction-constructivist – cultural studies –diversified curriculum.

New policies and practices in education in India in the light of UNESCO Report

for 21st Century education, NCF2005, KCF 2007, NCFTE 2009, JVC Report 2012 and its recommendations, NCTE Regulations2014, RTE 2009 and relevance of RTE in Kerala context. Teacher education universities, Inter University centre for teacher education

(10 Hours)

MODULE 2 - *Modern Tools and Techniques for Knowledge Construction and Dissemination*

Web based learning, e-learning, e-resource, e-communication: Forums, blogs, bulletin boards. Social Media for Pedagogical Innovation, e-textbooks, e-journals, digital library-Role of Teacher and learner.

Learning Management Systems (LMS) and Course Management Systems (CMS): Online Learning, Blended Learning, Blackboard, Moodle, Webinar, Massive Online Open Course (MOOC)- Techno pedagogical content knowledge(TPACK)

Free and Open source software – Introduction to GNU/Linux, Linux distribution, File System, Hierarchies, User interfaces, Running an Application, File and Directory Management in Linux. Ubuntu, Introduction to Educational Softwares:

(20 Hours)

MODULE 3 - *Trends in Methodology, Pedagogy and Evaluation*

Modern Pedagogy – pedagogical transactions – integrating ICT, cultural integration – constructivist approach – critical pedagogy, reflective teaching, process oriented approach, mind mapping.

Critical appraisal of CCE – Portfolio management – Classroom assessment techniques (CAT) – new trends in examination – open book- online examination –on demand- institution based- technology assisted assessment (for performance based assessment)

Issues- commercialization of assessment, quality concerns.

(20 Hours)

MODULE 4 - *Trends in Financing Education*

Private investment, public investment – Impact of globalization on education– financing, early childhood education, primary, secondary and higher education – Appraisal of schemes of governmental initiation – SSA, RMSA, ASAP and RUSA, student loans and fellowships.

(10 Hours)

MODULE 5 - *Issues in contemporary Education*

Gender Issues, cultural issues, social and economic issues, environmental issues in education - education for sustainable development – value crisis – education for peace – value education, life skill education, inclusive education and joyful learning. Issues related with professional updation, infrastructural deficiency, dropout, stagnation, teacher absenteeism, teacher shortage, student – teacher ratio, uneconomic schools, quality deterioration and massification of higher education and quality concerns.

Political interference in education, Child labour, Corporal punishment, School violence, child abuse, use of drugs and intoxicants among students, Stress and examination anxiety - Strategies for Coping and effective parenting.

Equity, access and quality – women education, women empowerment– education for socially, economically and culturally deprived.

(30 Hours)

Assignments

1. Critically evaluate a text book and teacher text book of a secondary class and prepare a report.
2. Any practical activity related to ICT

Mode of transaction

Lecture, Discussion, demonstrations, case studies, research reviews, documentary analysis, laboratory experience, workshops, seminars, projects etc.

References

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Course Code – MED 04

INTRODUCTION TO EDUCATIONAL RESEARCH AND STATISTICS

(Instructional hours : 90)

Course Outcomes

On the Successful Completion of the Course, the prospective teacher will be able to

1. Explain the concept of Educational Research, its purpose and scope
2. Distinguish between various types of Educational Research
3. Identify the sources of research problem and the need of Review of Related Literature in Educational Research
4. Develop research questions and hypotheses according to the nature of the study
5. Judge the appropriateness of various sampling methods in different types of Educational Research
6. Express quantitative data through appropriate diagram / graph
7. Solve problems using characteristics of Normal Probability Curve
8. Analyse the relevance of descriptive statistics and compute the appropriate one.

Course Content

Part A - Research Methodology

MODULE 1: *Introduction to Educational Research*

- i) Meaning, purpose and scope of educational research
- ii) Research as a method of science
- iii) Types of educational research: basic, applied, action, evaluation, Cross-sectional, Longitudinal, and Descriptive.
- iv) Research paradigms in education: quantitative, qualitative, mixed research

(15 hours)

MODULE 2 : *Identification and conceptualization of research problem*

- i) Problem formulation- Sources of research problems; Statement of problem
Research questions in qualitative and quantitative research
- ii) Review of the literature -purpose and different sources- primary and secondary ,
literature search: Manual, using databases and internet-reference styles-APA
- iii) Formulation of Hypotheses: Need, sources and functions; different ways of stating hypotheses; criteria for a good hypothesis
- iv) Concept of Variables- different types of variables

(20 hours)

MODULE 3: *Sampling*

i) Concept of population and sample -Stages of sampling--selection of sample in Qualitative, Quantitative and Mixed research

ii) Techniques of sampling- Probability and Non probability sampling-Different types of sampling: Random, stratified, proportionate stratified, cluster, incidental, multistage, purposive, snowball.
(10 hours)

Part B - Statistics in Education

MODULE 1: *Descriptive Analysis of Data*

- I. Basic concepts of statistics- Need of statistics in Educational research
- II. Data types: Nominal, Ordinal, Interval and Ratio scales.
- III. Organizing data : Frequency Distributions- Basic ideas , preparation of frequency distribution from raw scores
- IV. Graphical and diagrammatical representation of data: Histogram, frequency curve, cumulative frequency curve, pie diagram-Basic ideas. Application of computer software in diagrammatical representation
- V. Measures of central tendency: Mean, median and mode- computation and uses, merits and demerits
- VI. Measures of dispersion: Computation of range, standard deviation, quartile deviation- uses of each measure, merits and demerits.
- VII. Percentiles and percentile ranks as relative positions- computation. -Ogive and its application
- VIII. Derived scores-z score , T score and Stanine scores
(25 hours)

MODULE 2: *Normal Distribution*

Properties of normal probability curve and its applications- determining percentage of cases, determination of limits, overlapping, relative difficulty and separation of a given group into subgroups.

Deviation from normality: skewness and kurtosis.

(10 hours)

MODULE 3: *Correlation*

- i) Concept of correlation, Scatter plots and their interpretation, product moment coefficient of correlation and rank coefficient of correlation-computation of both measures. Interpretation of coefficients.
- ii) When to use Biserial, Point Biserial, Tetrachoric, Partial, Multiple and Phi coefficient of Correlation(Computation not required)

(10 hours)

Transaction mode:

Lecture, Discussion, Seminars, Fieldwork and Application of Computer softwares

Assignments

1. Review some studies in educational research and prepare abstract of five educational studies
2. Preparation of a flow chart based on selection of sample from a population
3. Preparation of a brief report based on key features of quantitative, qualitative and mixed research with examples
4. Select a set of data and draw appropriate graph/diagram to represent the data using any software
5. Prepare a brief report on application of correlation in educational research

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Research Methodology

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SEMESTER II
Course Code - MED 05
HISTORY, SOCIOLOGY AND POLITICAL ECONOMY OF EDUCATION
(Instructional Hours – 90)
Course Outcomes

On the Successful Completion of the Course, the prospective teacher will be able to

1. Discuss the knowledge about the relationship between contemporary Indian society and education.
2. Analyse the structures of the Society and identify and relate the linkage between education and economic development.
3. Examine and discuss about the history of education in India and use sound historical knowledge to solve contemporary educational issues and problems
4. Review and critically evaluate policies and commission reports on education after independence and their implications on educational development.
5. Develop effective social and political perspective for the smooth execution of Democracy
6. Develop draft and framing of new and innovative policies with respect to the social and political situations in India.
7. Relate and assess how an effective political and economic system in the country lays a strong foundation for an evolutionary change in the educational system.
8. Use the intrinsic value of our educational system for the overall development of the country.
- 9 Critically evaluate the problems and issues of education in India.

Coursecontent

MODULE 1. *Historical Development education during Ancient, Medieval and ColonialPeriod*

History of Education in India Education in during vedic and post vedic period – historical background of the emergence of budhism and Jainism – ancient Indian Universities – Nalanda, Taxila and Vikramasila – Colonial history of education – Medieval Islamic education and their impacts on Education in Northern States

(25 hours)

MODULE 2. *Post-Independence development of Education*

constitutional provisions related to education – Critical study of policies and commission

reports on education in post independence period (viz. University education commission, Secondary Education commission, Indian education commission, National policy on education 1968, New education policy 1986, NKC Report 2007 and, Yashpal committee report on Indian Higher education 2009.). Programmes for Universalization of Education –DPEP, SSA, RMSA,RUSA

(15 hours)

MODULE 3. *Sociological Perspectives on Education*

Meaning and Definition of Educational sociology - Dynamic relationship of education with society - Social purposiveness of education – understanding the nature of contemporary Indian society – education and social change – culture and education – social mobility – social control – social stratification – Issues of Gender and Marginalisation - a critical analysis of the impact of education in modernizing Indian society

(20 hours)

MODULE 4. *Political Economic Perspectives on Education*

Relationship between education and political systems – Politicization of Education - education and state – Educational institutions as an instrument of state - education and economic development – decentralization in education – multiple school contexts in terms of locale, management, medium of instruction and schools affiliated to different boards – school as an agent of cultural reproduction and resistance - educational legislations – impacts of neo liberal policies – teacher autonomy and institutional autonomy - equality of educational opportunities – social inequalities –

(30 hours)

Transaction Mode

Lecture

Seminars

Assignments

Power point Presentations

Field visits

BookReviews

Assignments

1. Survey of recent research trends in education and society
2. Trace out the local educational history
3. Survey on GER at different levels and areas (any one level)

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Course Code – MED 06
Psychology of Individual Differences
(Instructional Hours - 90)

Course Outcomes

On the Successful Completion of the Course, the prospective teacher will be able to

1. Analyze and categorise the concepts, definitions and factors affecting the major areas of individual differences and accordingly specify the implications of them for educational and related guidance practices, including for cultural and gender differences among learners
2. Review and analyse the concepts. Definitions, select theories and measurement of intelligence and the related historical developments and identify the implications of these for improving educational practices at all levels
3. Examine the definitions, select theories and measures of personality and the related historical developments and suggest the implications of these for educational and allied practices
4. Differentiate the various categories of exceptional learners, learning disabilities, specific learning difficulties, and Social, Emotional and Behavioral difficulties and specify the educational practices for each of the identified types of learners
5. Distinguish the categories of styles in thinking, learning, and teaching based on select theories and models of style preferences and therefrom propose implications for educational practices at appropriate levels.
6. Appraise the trends in educational guidance and counselling procedure and practices, including the Transactional analysis and neuro-linguistic programming, and explain the implications of these trends for teachers and teacher educators

Course Content

MODULE 1- *Individual Differences and It's Educational Implications*

- Concept and definition of individual differences.
- Factors affecting individual differences: Biological, Socio-cultural and Environmental.
- Areas of individual differences: Intelligence, Creativity, Personality, Attitude, Aptitude and Interest.
- Catering to gender differences in educational context : Relevance of gender studies.

- Dealing with individual differences - its implication on education and guidance.

(10 Hours)

MODULE 2 - *Intelligence and Cognitive Functions*

- Concept - Definitions - Historical Perspective.
- Theories of intelligence : Spearman, Thurston, Gilford and Sternberg and their educational implications.
- Theory of multiple intelligence.
- Theory of emotional intelligence - Concept of EQ.
- Measurement of intelligence - Classification of intelligence tests - Controversies regarding measurement of intelligence.

(25 Hours)

MODULE 3 - *Personality*

- Introductory concepts - Definitions - Historical Perspective.
- Theories of personality: Freud, Jung, Adler, Allport, Eysenck, Cattell, Rogers and their educational implications.
- Measurement of personality: Inventories, Tests, Rating scales, Projective techniques and Situational tests of character.

(25 Hours)

MODULE 4 - *Exceptional Learners*

- Classification of exceptional learners - Identification and educational provisions for gifted learners, slow learners, creative learners and educationally backward children.
- Learning disabilities - Major categories like hearing impairment, visual impairment, physical impairment, intellectual impairment, ADHD, Autism spectrum disorders and epilepsy.
- Specific learning disabilities and educational implications.
- Social, Emotional and Behavioural difficulties.
- Need and significance of inclusive education.

(15 Hours)

MODULE 5 - *Style Preferences in Learning*

- Concept of styles in relation to individual differences - Thinking styles, Cognitive styles and Learning styles.
- Definition of learning styles, approaches, orientation and strategies.
- Classification of learning preferences:
 - Cognitive, Affective and Physiological learning styles.
 - Psychological/Affective styles : Myers-Briggs Type Indicator (MBTI).
 - Physiological styles : Honey and Mumford learning styles, Kolb learning styles, Sensory Modality Preferences.
 - Multidimensional styles : Dunn & Dunn, Sternberg's classification of styles.
 - Cognitive styles : Field dependent or independent, Impulsive or reflective, Wholistic and serialist, Multiple intelligence as learning preference, Felder-Silverman model.

- Introduction to the concept of teaching styles - matching teaching styles to learning styles - significance of models of teaching in catering to style preferences.

(10 Hours)

MODULE 6 - Guidance and Counseling

- Transactional analysis (TA), Neuro linguistic programming (NLP) and other new trends in educational counseling.
- The guidance approach - Different types of guidance - Procedure and practices.
- The teacher educator as a counselor.

Assignments

(5 Hours)

1. Practical experience in measurement and interpretation of a verbal and non-verbal test of intelligence.
2. Practical experience in any one personality test and a projective technique like TAT.
3. Prepare a table of types of exceptional learners at Elementary/Secondary level of education, their identifying features and educational practices that cater to each of them.
4. Visit an institution for exceptional learners and prepare a reflective report on their problems and remedial measures.
5. Prepare a summary note on relevance of inclusive education supported with research evidence.
6. Identify learning styles of your peers using any available tool/technique and make a brief report.

(Each learner should prepare two assignments in such a way that all assignments are attempted by some students.)

Transaction Mode

- Lecture Method.
- Seminars.
- Small Group Discussions.
- Assignments.
- Power Point Presentations.
- Field Trips.
- Book Reviews.

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Course Code – MED 07
CURRICULUM DEVELOPMENT AND TRANSACTION
(Instructional hours – 90)

Course Outcomes

On the Successful Completion of the Course, the prospective teacher will be able to,

1. *Describe different perspectives of curriculum.*
2. Apply theories of curriculum at the appropriate levels of teaching learning process.
3. Assess critically on recent approaches to curriculum organization.
4. Compare and contrast different strategies of curriculum transaction.
5. Design various types of curriculum according to the needs of the society
6. Analyse existing syllabi and text books of teacher education and evolving criteria of development ..
7. Examine the need of curriculum evaluation and reforms.

course Content

MODULE - 1 - *Perspectives of Curriculum*

Changing concept of education in global context- Nature and significance of curriculum for quality, access and equity-Essentials of curriculum- Review of educational policies and recommendations on Curriculum (MHRD, UNESCO, UGC, NCTE, NCF) Components of Curriculum: Objectives, content, transaction mode and evaluation -- Principles of integration -Preservation of Culture Relevance flexibility, quality, and plurality

(25 hours)

MODULE 2 - *Curriculum Planning, Designing and Development*

Meaning and need for curriculum planning- Theories of curriculum development- Dimensions of curriculum design- Models of curriculum planning-(Tylers, Taba, Need assessment , Futuristic Model, Tylers-1949 model-Hilda Taba 1962 model-Willes and Bondi-1989 model-Need assessment model-Futuristic model-Vocational/Training model(With special reference to analysis of needs, selection of objectives, selection and organisation of content/learning experiences and evaluation)

(25 hours)

Module 3 - *Recent approaches to curriculum organisation*

Humanistic Curriculum: characteristics, purpose, role of the teacher, psychological basis

of humanistic curriculum-Reconstructivist curriculum characteristics and purpose-hidden curriculum-concomitant curriculum-explicit or overt curriculum-societal curriculum-implications

(10 hours)

MODULE 4 - *Strategies for Curriculum Transaction*

Concept of Curriculum transaction. Contextualizing curriculum-selecting appropriate learning experience-collaborative learning-designing individual and group activities-information processing skills-learning beyond class room -Essential requirement for transaction of curriculum : (Duration, intake ,eligibility of students, content, qualification of teaching staff, infrastructure facilities and institutional facilities

(20 hours)

MOULE 5 - *Curriculum Management, Evaluation and Reform*

Issus related with implementation of curriculum- Discipline based- adopt or adapt-ideological-Evaluation-need-techniques and tools-need for curriculum reforms- Assess the experiences related to lifeof students? attainment of the objectives-appropriateness of the content-identifying constraints in transaction-consultation with the various stakeholders of curriculum-collecting and analysing feed backs-interviews-opinionnaire-determining factors of curriculum reforms-socio-political and economic factors-Governmental interventions in curriculum reform in Indian Context- Pro-active curriculum-focus of research-theory, development and implementation-need for experimentation-reflections-futureresearch

(20hours)

Transaction mode

Module 1: Student initiated discussion along with variety of original reference materials. Teacher consolidates the finding with a brief lecture. Supplementary reference materials are given for further study. Student investigates and finds examples or situations for equity, access,flexibility

Module II. After providing an orientation to the planning and designing curriculum students gather in groups and discuss the matter.

Module III: Student compares the different types of curriculum. A critical evaluation of

each model is expected. The strength and weakness are analysed along with the implications. A debate could be organised on the types of curriculum and its implications in the present context

Module IV; Panel discussion, interviews (with experts in curriculum studies) on identified themes, self study and presentation of paper in internal seminars; self reading of original sources. Field visits to places of other curricular sites i.e .museums, planetarium, zoo, sanctuaries, art and craft related sites, historical monuments, science parks etc could be arranged and group work on the educational importance of these sites could be done and presented by pupil teachers. As an exposure to prevailing good practices, select schools could be visited

Module V; Critical appraisal/analysis of existing syllabi and textbooks on teacher education developed by various agencies at national/state/local levels. Evolving criteria for development of syllabi and textbooks. Organise seminar on various curricular reforms and their implications.

Assignments

Module 1: Analysis of NCTE Curriculum 2014

An inquiry in to the foundations of national curriculum by referring the original reference materials

Module II: Approaches of the subject curriculum at different levels. Secondary/ higher secondary/ teacher education. An analysis of the content organization at different levels.

Module III; Analysing the different curriculum-CBSC, STATE BOARD, ICSE, NAVODAYA etc in the light of overt, hidden, societal curriculum, humanistic and reconstructivist curriculum

Module IV: Transaction of curriculum at elementary/ secondary education: present constraints and suggestions to overcome

Module V: Historical perspectives of curricular reforms in science/ maths/languages/social science

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Course Code – MED 08

ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

(Instructional Hours 90)

Course Outcomes

On the Successful Completion of the Course, the prospective teacher will be able to,

1. Describe various techniques of data collection
2. Construct various tools for data collection
3. Implement various methods of research
4. Prepare research proposal and research report
5. Appraise the significance of ethics in educational research
6. Describe the concept and use of regression equations and generate regression equations
7. Explain the basic ideas of inferential statistics and carry out hypothesis testing
8. Describe the concept and uses of ANOVA
9. Execute the application of parametric and non- parametric tests
10. Carry out data analysis using computers

Course Content

Part A – Research Methodology

MODULE 1 : *Techniques and Tools for Data Collection*

- i) Interview, Observation, Sociometry, Self reporting techniques: Concept and Applicability
- ii) Tests, Questionnaire, Inventories, Scales, Checklist, Schedule-Types, uses, construction and Standardization

(10 hours)

MODULE 2 : *Methods of Educational Research*

- (i) Historical Research- need and significance, types, sources and collection of data; establishing validity and interpretation of data
- (ii) Descriptive Research- surveys, case study, developmental and correlation studies—nature, use and steps. Ex- Post Facto Research.
- (iii) Experimental Research – need and significance- nature and steps-validity; internal and external, use and limitations of different types of experimental designs: Pre-experimental, Quasi experimental, True-experimental.
- iii) Qualitative research: meaning, steps and characteristics-Qualitative research approaches :phenomenology, ethnography, naturalistic enquiry and grounded theory
- iv) Mixed Research-meaning, fundamentals principles, types , strengths and weaknesses

(20 hours)

MODULE 3 : *Preparation of a research proposal and research report*

- i) Framework of the research proposal-Preparation of a model research proposal with illustrative example
- ii) Preparation of a research report, Criteria for a good research report, Evaluation of a report.
- iii) Ethical issues in educational research.

(15 hours)

Part B - Inferential Statistics

Module 1. Parametric statistics and estimation

Linear regression analysis:

Concept of linear regression, regression equations: computation and application-, prediction in relation to correlation-basic ideas and calculation

Inferential statistics:

Concept of parameter and statistic- basic ideas about inferential statistics: sampling error, sampling distribution, calculation of standard error of mean, percentage, correlation and standard deviation

Point and interval estimation- calculation of confidence intervals

Testing of hypotheses:

Types of errors- Type I and Type II- levels of significance- , testing the significance of difference between means, product moment coefficients of correlation and percentages

Analysis of variance:

Basic concepts of ANOVA-, assumptions and uses-analysis in a one way classification- calculation of F-value

(32 hours)

MODULE 2 : Non parametric tests

Chi-square as a non parametric test- calculation of chi square-as test of goodness of fit and test of independence, Mann Whitney test.

(8 hours)

MODULE 3 : Use of computers in data analysis

Familiarization with any computer application software like Excel / SPSS-Interpretation of results

(5 hours)

Transaction mode:

Lecture, Discussion, Seminars, Field work and Application of Computer soft wares

Assignments

1. Prepare the power point presentation of a research proposal based on a selected problem
2. Prepare and standardize any two tools of educational research
3. Prepare a report on research paradigms in education and what are the major types of research in each of these paradigms. Illustrate.
4. Prepare a report on parametric and non parametric statistics and their uses in

educational research

5. Prepare a report on application of a selected software like Excel/ SPSS using in educational research illustrating it with the output of any one major statistical analysis

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Research Methodology

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SEMESTER III
Course Code - MED 09
TEACHER EDUCATION
(Instructional hours 90)

Course Outcomes

On the Successful Completion of the Course, the prospective teacher will be able to,

1. Construct meaning and the concept of teacher education and appraise the changing context of teacher education at the national and regional level
2. Review and analyse the present and past policies, programmes and schemes of education in general and teacher education in particular at the national level and formulate the implication for the teacher education system in India
3. Analyze the concepts, content, structures, modes and agencies of pre-service and in-service teacher education in India at varied levels.
4. Propose the transaction processes for varied theoretical and practical courses in teacher education in view of the principles of andragogy and reflective education practices
5. Analyze the systems, problems, and prospects of teacher education in developed and developing countries, focusing on emerging contexts of globalisation, and formulate the implications thereof for Teacher Education in India.
6. Identify the issues, challenges and innovations in teacher education systems, theories and practices at regional, national and international levels and propose therefrom the required research and quality assurance practices in teacher education in India

Course Content

MODULE 1. Changing Context of TE in the Indian Scenario

- i. *Conceptual Overview of TE: Meaning, Nature and Concept of TE.*
- ii. *Changing Context of TE in the Indian Scenario: The dynamics of social, political and economic changes in the society*
- iii. *TE in the Dynamic Indian Society: Need and Importance --- Role and functions.*
- iv. *TE in Kerala: Development of Teacher Education in Kerala.*

(15 hours)

MODULE 2: Policies, Programmes and Schemes of TE in India

- I. *Recommendations of Committees & Commissions on TE: University Education Commission (1948-'49), Kothari Commission (1964-'66), NPE*

(1986 & 1992), CABE Committee, UGC (1994), NCF (2005), NCFTE(2009).

- II. *Policies of TE:* A review of National and State Policies on T
- III. *Programmes & Schemes of TE:* Programmes and Schemes of Central and State Governments in TE.
- IV. *Educational Acts and Bills:* A Review & its Implications on TE.

(15 hours)

MODULE 3. Concept, Structure, Modes & Agencies of Pre-service and In-service Teacher Education

- i. *Professional TE Programmes for Teachers:* Pre-service and In-service TE Programmes: Concept, Nature, Objectives and Scope.
- i. *Structure of Pre-service and In-service TE:* Pre-service TE Curriculum as envisioned in NCERT & NCTE --- Structure for In-service TE.
- ii. *Components of TE Programmes:* Pre-service (Foundation Course, Subject Specialisation & Pedagogy, Special Fields, School Based Practicum and Internship) --- Components of In-service TE (Skill and Competency Development Courses).
- iv. *Modes and Agencies of Pre-service & In-service TE:* Linear & Integrated Mode--
- Open and Distance Learning (ODL) --- Merits and Demerits. Agencies of In-service and Pre-service TE Programmes at District, State, National and International Levels --- Role and Functions.

(15 hours)

MODULE 4. Content Transaction and the Process of Androgogy in TE Programmes

- i. *TE Programme:* Theoretical and Practical Aspects of TE Programmes --- Integration of Theory & Practice --- Practice Teaching (Organisation, Observation, Supervision, Assessment & Feedback)--- Evaluation (Internal & External) --- Principles and Organisation of Internship --- Relation of College of Education with Cooperating.

Transactional Approaches: Foundation Courses (Expository, Participatory, Collaborative, Peer Coaching and Inquiry) --- Skill and Competency Development Courses (need for awareness - modeling - analysis - practice - feedback cycle).

- i. *Conceptual Understandings of Androgogy:* Origin, Meaning and Principles --- Student Teachers as Adult Learners: Characteristics of Adult learners --- Student Teacher as an Adult Learner --- Implications to Androgogy Techniques for Teacher Training.
- ii. *Reflective TE:* Meaning, Nature and Objectives --- Strategies for Promoting Reflection --- Classroom Experiences and Reflective Thinking for Developing Best Practices of Teaching --- Reorganization of TE Programmes Based on Andragogical Processes.

(15 hours)

MODULE 5. Teacher Education in the Globalization Context

- i. *Globalisation & TE*: Nature and Scope of TE in the Globalisation Context ---Need and Objectives of Teacher Education in the Context of Globalisation.
- ii. *TE in Developed and Developing Countries*: Nature, Trends and Innovations in Teacher Education in Developed and Developing Countries.
- iii. *Collaborations & Partnerships in TE*: Importance of Collaborations in Teacher Education --- Implications for Teacher Education in India in the Globalisation Context.
- iv. *Problems and Prospects of TE*: Problems & Prospects of TE in the Globalisation Context.

(15 hours)

MODULE 6. Issues, Challenges, Research & Innovation in TE

- i. *Issues & Challenges in TE* : Educating Teachers for Restructured Schools (SSC, CBSE, ICSE, IB & IGCSE) --- Integration of Technology in TE --- Preparing Teachers for Special Schools --- Quality Assurance and Accreditation of TE Institutes.
- ii. *Research in TE*: Nature and Scope of Research in TE in India ---Need and Importance of Research in TE --- Areas of Research in TE --- Institutional, Curricular & Practicing School Context --- Trends in TE Research - Implications of Research in TE.
- iii. *Innovations in TE*: Innovations in TE at Regional, National and International Levels.

(15 hours)

Assignments

1. A “comparative study of state and national curricula” of pre-service teacher education in terms of their components, weightages, duration, organisation, transaction and assessment – document analysis
2. Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organisation and outcomes – document analysis
3. Design, implementation and evaluation of a training input in any one course of pre-service teacher education – mentored practicum
4. Interview of practicing teachers to identify the nature of in-service teacher education received and the felt needs.
5. Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the various programmes for professional development of teacher educators.

6. Select any one current practice in teacher education and trace the background of its formulation as a policy.
7. A review of researches in any one area of research in teacher education and write the policy implications.
8. A review of a research article in teacher education and write implications for practitioner.

References

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